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ABSTRACT

Mount Hood Community College studied existing staff development programs at numerous other institutions, reexamined its own philosophy and staff development programs, analyzed faculty needs, formulated new directions for its faculty, and more closely articulated staff development opportunities with area institutions and agencies. This report details the objectives and outcomes of a study conducted between July, 1975 and June, 1976 to facilitate these events. Among the results of the study were identification of: (1) faculty development needs; (2) part-time faculty need for orientation; (3) other institutions' development programs; (4) community resources; (5) methods by which individual staff members could complete their development plans; and (6) those areas which would benefit from inservice programs. A final objective included preparation of a grant proposal in order to implement staff development programs. A project arising as a consequence of this study will provide for a centralized staff development office, an improved part-time inservice program, business-industry-education teacher exchanges and externships, and development of a staff development system for use by other agencies. Appended are the faculty survey instruments and resultant data, a review of the literature, and pertinent college staff development regulations. (JDS)

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FINAL PROJECT REPORT

A COMPREHENSIVE PLAN FOR INSTITUTIONAL STAFF DEVELOPMENT

Mt. Hood Community College
26000 S. E. Stark Street
Gresham, Oregon 97030

Prepared by

PATRICIA JUSTICE
Staff Development Coordinator

June 30, 1976

Conducted with a grant from the Oregon State Department of Education Career Education Section, this special project was funded under Part B of the Federal Vocational Education Act, Public Law 90-576. Mt. Hood Community College Project Number 162.

JC 760 436

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PROJECT TITLE:

A Comprehensive Plan for Institutional Staff Development

INSTITUTION:

Mt. Hood Community College
26000 S. E. Stark Street
Gresham, Oregon 97030

PROJECT DURATION:

July 1, 1975 through June 30, 1976

PROJECT STAFF:

Patricia Justice, Staff Development Coordinator

ADMINISTRATIVE LIAISON PERSONNEL:

Dr. Robert Jensen, AA/Dean of Programs and Students
Dr. Jack Miller, Associate Dean of Academic Affairs
Dr. Betty Pritchett, Associate Dean of Academic Affairs

OBJECTIVES:

1. To identify the staff development needs of instructional staff personnel.
2. To identify what is already being done in the area of staff development.
3. To identify community resources where staff members could participate in short-term employment, special training or related activities to update their technical or instructional skill area.
4. To identify possibilities of externship or co-op experience positions for faculty.
5. To identify institutions wishing to provide faculty exchange opportunities.
6. To identify those areas which would benefit from inservice programs.
7. To identify a method by which the individual staff members can complete their development plans.
8. To identify the needs for part-time faculty orientation.
9. To prepare grant proposal(s) to implement staff development programs.

OUTCOMES:

Objective Number One: To identify the staff development needs of instructional staff personnel.

Early in October, 1975 the Project Administrative Liaison Personnel and the Staff Development Coordinator met to draft guidelines for an institutional needs analysis survey. Major consideration was given not only to what information would be sought, but also to the mode of collection. The rate of return for

questionnaires is usually poor. Individual interviews with 150+ staff members on a one-to-one basis necessitates approximately 75 hours of staff time for the information collection alone. Even though inherent problems exist with questionnaires, it was decided to utilize this approach with a couple of alternatives. Each division chairperson was appraised of the questionnaire system, its goals and purposes. They agreed with the importance of the data and with the general concept that if staff development methods were to work on the campus, a positive attitude toward them must be filtered from the top down as well as from the bottom up. Resultingly, all division chairpersons helped birddog the completion of the survey. The Staff Development Coordinator met with faculty groups by divisional areas to explain what the survey was to discover and to stress the importance of faculty input into their own staff development program. Ideas about the survey were gathered from the meetings with both the faculty and administrative groups. Those suggestions were incorporated into the final survey document. (See copy of the survey form in the appendices of this report)

70% of the full-time faculty members completed responses to the needs analysis questionnaire form. This amount representated vocational-technical and lower division transfer instructors in direct proportion to the number of years each group had been with the institution. Resultingly, it can be considered a representative sample of the institution. Information from the survey was tabulated into statistical data. It gave the Administrative Liaison Personnel and the Staff Development Coordinator sufficient information on which to base decisions for future directions for the campus staff development program. A copy of the survey results is included in the appendices of this report.

In most institutions decisions concerning the staff development of faculty have unfortunately often been made neither on the basis of an assessment of institutional goals (sensitive to feedback) nor on the basis of an assessment of the members needs. The decisions were generally made upon untested assumptions about how institutions and people change. As a result of the data gained from the 1975-1976 survey, decisions for staff development at Mt. Hood can now be made on a more accurate basis. Future needs assessments will be needed to keep this method of analysis current. These annual updates, however, may come from interviews and shorter questionnaires as well as from the detailed "Christmas list" approach which was used during the 1975-1976 study.

Objective Number Two: To identify what is already being done in the area of staff development.

Early in the fall of 1975 the Staff Development Coordinator began an intensive review of the literature on staff programs at other community colleges. A copy of the synopsis of the literature is included in the appendices. Although much is being written about the need for integrated campus staff development programs, the movement toward actualizing these is progressing slowly. Florida seems ahead of most of the nation with its programs, partly due to the fact that that state's legislature allocated 3% of each college's instructional budgets for institution-wide staff development programs. California's community colleges are pressing their state legislature for a similar form of financing.

Terry O'Banion, Executive Director of the League for Innovation in the Community College was contacted to recommend staff development programs which the League considered exemplary. Bert R. Biles, Director of the Center for Faculty Evaluation and Development in Higher Education was also contacted for source references. Letters were sent to De Anza College in Cupertino, California; Burlington County Community College in Pemberton, New Jersey; Santa Fe Community College in Gainesville, Florida; Eastfield Community College in Mesquite, Texas and Malaspina College in Nanaimo, British Columbia Canada. Specific information from these colleges is on file with the Staff Development Coordinator. Examination of the programs offered by these five provided the project staff a basis for formulating Mt. Hood's philosophy.

Oregon's community college staff development programs were examined. With the exception of Portland Community and Chemeketa Community College, no Oregon school has a specifically designated staff development person on campus. This position is an ancillary function of an instructional dean or administrative assistant on the other campuses. Although the State Department of Education has mandated a plan for staff hiring, evaluation and development for each community college, all of the schools are not yet in compliance. Many of the schools offer inservice workshops and additional credit courses for their instructors. A few offer a sabbatical program. None to date have provisions for technical skill updates in business and industry. In short, staff development programs are still in the infancy stage on most of Oregon's Community College campuses.

Many of the schools rely heavily on the programs offered through the Career Education Personnel Development Centers in Portland and Eugene to provide staff development options for their instructional personnel. The Staff Development Coordinator and the Administrative Liaison Personnel from MHCC worked closely with the Portland Center during the 1975-1976 year project to coordinate Center offerings with MHCC's needs.

In April the Staff Development Coordinator and PCC's counterpart, Gaylon Huff met in Seattle with Dr. Henry Reitan from the University of Washington's Community College Education Center. Dr. Reitan explained the offerings of the center, extended invitations to instructors from the two community colleges to participate in WSU's conferences, and explained the school's plans to set up a regional program for community college instructors in Vancouver, Washington. The latter program is planned within the next five years.

In May a staff development area meeting was held to discuss common concerns and future considerations. Hosted by the Career Education Personnel Development Center in Portland, this meeting was attended by personnel from the State Department of Education, Chemeketa, Clackamas, Portland, Clark and Mt. Hood Community Colleges. It was an initial attempt to articulate area offerings for staff development. Follow-up meetings are planned for the future.

In June the Staff Development Coordinator met in San Francisco with counterparts from the Bay Area, Florida and Texas. Dr. Carol Zion, presently serving as Director of Management and Organizational Development at Miama-Dade Community College, explained that school's philosophy of staff development moving from the top down. She echoed the feeling of the entire group that if staff

development programs are to work effectively,they must exist in a supportive climate. Administrative personnel must believe that the programs for individual growth are vital to the institution. The institution itself must set aside a specific individual whose prime function is to motivate and facilitate staff activities. Plans were formulated for a future area meeting of staff development personnel. With so little educational literature available, it was felt that idea exchanges would benefit all of the institutions staff development programs.

Objective Number Three: To identify community resources where staff members could participate in short-term employment, special training or related activities to up-date their technical or instructional skill area.

The Institute for Public Affairs Research and the CEPDC were contacted regarding this objective. It was felt that the project's prime emphasis during the 1975-1976 year of program development would not allow sufficient time to implement this objective. As a result, this identification process will take place during the 1976-1977 grant, MHCC #205 which received funding approval in June of 1976.

Objective Number Four: To identify possibilities of externship or co-op experience positions for faculty.

Data from the MHCC Needs Analysis Survey was shared with the CEPDC for background data with their proposed externship program for community college administrative development.

MHCC Grant Proposal #205 addresses itself specifically to this area of back-to-industry work experience. In the summer of 1976, 11 - 12 vocational-technical instructors will spend from 5 - 15 days in business and industry gaining technical skill updates. Plans are being formulated for short-shot updates during the coming academic year in addition to business-industry-education teacher exchanges. This new grant project will address itself to objective number four.

Objective Number Five: To identify institutions wishing to provide faculty exchange opportunities.

The Administrative Liaison personnel and the Staff Development Coordinator reviewed this objective in light of the current institutional policy on exchanges and the data from the needs analysis survey. It was decided that the policy steps are clearly delineated for faculty members as the method for initiating an exchange. It was felt that at this time exchanges should be initiated by the individual faculty personnel rather than the institution. Institutional personnel and the Staff Development Coordinator are available to assist faculty interested in an exchange. One faculty member will exchange teaching positions next year with an instructor in Minnesota. He experienced little difficulty following the existing college procedures.

Objective Number Six: To identify those areas which would benefit from inservice programs.

Data from the needs analysis questionnaire was analyzed. The listings of specific inservice activities were tabulated and forwarded to the Associate Dean responsible for fall term inservice sessions. The Staff Development Coordinator will assist the Associate Dean with those sessions in the fall.

All division chairpersons were contacted and asked to suggest specific inservice offerings which would benefit their instructors. Those which could be handled by the campus programs were referred to the Associate Dean. Those which could best be presented in consortium with other area schools were referred to the CEPDC for their coordination. The division chairpersons specifically asked for an inservice offering designed to help them understand and utilize staff development options for their faculty people.

Portland area community colleges addressed themselves to the inservice topic during their spring meeting with the CEPDC. Continued cooperation and coordination is planned.

Objective Number Seven: To identify a method by which the individual staff members can complete their development plans.

After analyzing the data from the needs analysis questionnaire and reviewing the materials in the college policy and regulations regarding staff development, the Administrative Liaison personnel and the Staff Development Coordinator decided that further policy materials were not needed. Instead, the coordinator is working in conjunction with the Faculty Resource Development Board (the faculty funding agency for special projects, classes, conferences, etc. over and above the divisional travel funds) to develop a document for faculty members which describes the options and steps necessary to obtain funding for staff development activities. This document should be completed by fall 1976 inservice time.

Objective Number Eight: To identify the needs for part-time faculty orientation.

Division chairpersons and program directors were contacted individually to determine their needs for part-time orientation and inservice. Based on the information gained from these people, a needs analysis questionnaire was drafted and circulated to those part-time instructors on the winter term employment rolls. 450 questionnaires were mailed; 4 returned as undeliverable; 211 completed and returned to the Staff Development Coordinator. This amounted to a 47% response from the part-time faculty. The data from these questionnaires was tabulated and forwarded with recommendations to the Dean of the College staff. Specific inservice workshops will be offered in the next academic year related to the information garnered from the questionnaires. A copy of the data and recommendations is included in the appendices of this report.

The CEPDC was appraised of the information gathered during this survey. A workshop for part-time legal assistant instructors is being planned for summer 1976. This will involve part-time instructors in this discipline area from several different community colleges throughout the state.

At the May meeting of staff development personnel, the institutions attending agreed to coordinate inservice offerings for part-time instructors as often as possible. This will avoid duplication of effort and cost on each campus.

Objective Number Nine: To prepare grant proposal(s) to implement staff development programs.

After analyzing the data gathered during the 1975-1976 project and surveying the funding sources available, a grant proposal for 1976-1977 was submitted to the Oregon State Department of Education. This project will provide for business-industry-education teacher exchanges, summer and academic year short-shot back to business and industry externships, a centralized staff development office, inservice training in staff development for administrative personnel, and initial steps toward an improved part-time inservice program. Additionally it will develop a transportable system for staff development for other agency use. The project will commence July 1, 1976 and run through June 30, 1977.

Project #162 allowed the institution to study existing programs of staff development, to re-examine its philosophy and own programs, to analyze its faculty's needs, to formulate new directions for its faculty, and to more closely articulate staff development opportunities with area institutions and agencies. Additionally, and perhaps most importantly, it fostered a positive institutional attitude toward staff development. All of the above provided Mt. Hood Community College with the basis for a strong staff development program. With the work of Project #205 during the next academic year the programs begun during 1975-1976 will be implemented and tested. At the end of that period, staff development should be a positive element of the institution -- one which allows growth flexibility for the faculty and motivation to achieve higher standards. Without the planning and studying phase of project #162, implemention would be extremely difficult. Institutions planning on staff development programs will find that three basic elements are needed to implement an effective program: institutional support -- both monetarily and motivationally; flexible options for the personnel involved; a person whose prime responsibility is coordination and facilitation of staff development functions. The literature and this year's study confirm these needed elements.

APPENDICES

APPENDIX A - FACULTY NEEDS ANALYSIS SURVEY FORM AND LETTER

MT. HOOD COMMUNITY COLLEGE

TO: ALL FULL-TIME FACULTY

DATE: NOVEMBER 10, 1975

FR: PAT JUSTICE
STAFF DEVELOPMENT COORDINATOR

CC:

RE: STAFF DEVELOPMENT PROJECT - REPLY REQUESTED BY NOVEMBER 25

Attached is a needs analysis questionnaire which I would like you to complete and return to your division secretary by Tuesday November 25th. As you may know, I am working with a State Department of Education Grant this year to design and begin implementing a functioning staff development program for our faculty. If this design is to be effective, I need to know the types of professional development opportunities you would like.

The questionnaire lists a variety of possibilities and includes a space listed as "other" in case you are interested in something which I have not included. Please indicate which, if any, of the options might fit your needs. Your response by no way commits you to such an option.

If you have any questions about this questionnaire or the project itself, please feel free to call me at extension 292.

Thank you for taking the time to complete this questionnaire.

Attachment

PKJ:pj

MT. HOOD COMMUNITY COLLEGE
STAFF DEVELOPMENT NEEDS ANALYSIS

_____ (name)

_____ (division)

WHAT IS YOUR PRIME TEACHING AREA?

_____ Vo-tech

_____ Lower division transfer

_____ Combination of LDC & Vo-tech

_____ Other (Librarian, Counselor, etc.)

HOW LONG HAVE YOU BEEN AT MHCC? _____

PRIOR TO JOINING THE MHCC STAFF, HOW MUCH TEACHING OR BUSINESS/INDUSTRY EXPERIENCE HAD YOU HAD? PLEASE DESCRIBE.

IN WHAT AREAS WOULD YOU LIKE TO DEVELOP YOURSELF PROFESSIONALLY?

_____ Subject matter update and new material acquisition

_____ Counseling techniques (student motivation and guidance)

_____ Technological update

_____ Classroom presentational techniques (check applicable areas)

_____ Better lectures and/or discussions

_____ Uses of multi-media

_____ Individualized instruction

_____ Other (Please specify)

IN WHAT WAYS WOULD YOU LIKE TO MEET YOUR DEVELOPMENT NEEDS? RESPOND TO THOSE ITEMS WHICH INTEREST YOU.

_____ Professional Conferences

What type?

How would this benefit you?

How long has it been since you attended a professional conference relating to your instructional area?

_____ Faculty Exchange (Institutional trade)

In what instructional area?

Do you have an institutional preference? If so, please indicate which one(s).

For what length of time would you like to exchange institutions?

_____ Externship Program (Visitations or off campus study/tours of business, industry, related educational institutions, etc.)

In what program area?

How would this benefit you?

_____ Business/Industry Exchange

In what professional area or with what type of agency?

How would this benefit you?

_____ Faculty Work Experience Program

In what professional area or with what type of agency?

How would this benefit you?

For what length of time?

_____ 2 weeks

_____ 4 weeks

_____ 6 weeks

_____ 1 term

_____ Other (Please specify the length of time) _____

When would you like to have this experience?

_____ Fall ____ Winter _____ Spring _____ Summer

How do you envision the compensation for this program?

_____ Voluntary with no pay

_____ Partial pay -- Indicate how much money per week _____

_____ Full pay -- Indicate how much money per week _____

_____ Faculty Industry Orientation

In what professional area or with what type of agency?

How would this benefit you?

For what length of time?

_____ 2 weeks

_____ 4 weeks

_____ 6 weeks

_____ 1 term

_____ Other (Please specify the length of time) _____

When would you like to have this experience?

_____ Fall _____ Winter _____ Spring _____ Summer

How do you envision the compensation for this program?

_____ Voluntary with no pay

_____ Partial pay -- Indicate how much money per week _____

_____ Full pay -- Indicate how much money per week _____

_____ In-service Workshops

In what area(s)?

How would this benefit you?

At what time during the year?

_____ Additional Course Work

In what area(s)?

How would this benefit you?

Are such courses readily available in the Portland area? If not, what institutions offer them?

_____ Other (Please specify what, why, length of time, etc.)

WHAT PROBLEMS, IF ANY, DO YOU ANTICIPATE IN FULFILLING YOUR STAFF DEVELOPMENT PLAN?

WHAT SUGGESTIONS WOULD YOU LIKE TO MAKE FOR IMPROVING OUR CAMPUS STAFF DEVELOPMENT PROGRAM?

PLEASE INDICATE ANY ADDITIONAL COMMENTS OR CONCERNS ABOUT STAFF DEVELOPMENT.

APPENDIX B - DATA FROM FACULTY NEEDS ANALYSIS SURVEY

MT HOOD COMMUNITY COLLEGE
STAFF DEVELOPMENT PROJECT
NEEDS ANALYSIS QUESTIONNAIRE DATA TALLY

GENERAL DATA:

Total Respondents:
104 (70% of full time faculty)

Prime Teaching Areas:
Vo-tech: 53
LDC: 43
Other*: 8

*Includes both counselors and librarians

Length of Time at MHCC

	Vo-tech	LDC	Other	Total	%
4+ years	31	36	6	73	70
2-3 years	14	4	0	18	13
1st year	8	3	2	13	12

Prior to Joining MHCC Staff, Amount of Teaching/Business/Industry Experience:

	V-T 4+	LDC 4+	OTHR 4+	V-T 2-3	LDC 2-3	OTHR 2-3	V-T 1st	LDC 1st	OTHR 1st	TOTAL
TCHG	5	22	2	0	3	0	2	2	1	37
BUS/IND	13	2	1	9	0	0	3	1	0	29
COMBO EDUC/IND	9	6	1	4	0	0	3	1	0	24
NONE SPECIFIC	2	3	2	0	0	0	0	0	0	7
NONE STATED	2	2	0	1	1	0	0	0	1	7

GENERAL INTEREST AREAS FOR STAFF DEVELOPMENT:

Subject Matter Update and New Material Acquisition:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	33	62%	6 (18%)	8 (24%)	19 (58%)
LDC	35	81%	4 (12%)	0	31 (88%)
OTHR	4	50%	1 (25%)	0	3 (75%)

Counseling Techniques - Student Motivation and Guidance:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	15	28%	4 (27%)	2 (13%)	9 (60%)
LDC	5	12%	1 (20%)	1 (20%)	3 (60%)
OTHR	4	50%	2 (50%)		2 (50%)

Technological Update:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	26	49%	5 (19%)	7 (27%)	14 (54%)
LDC	8	19%	1 (12%)	2 (25%)	5 (62%)
OTHR	0	0%	0	0	0

Classroom Presentational Techniques
Better Lectures and/or Discussions:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	29	55%	5 (17%)	8 (27%)	16 (55%)
LDC	15	35%	1 (7%)		14 (93%)
OTHR	2	25%			2 100%)

Uses of Multi-Media:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	12	23%	2 (17%)	4 (33%)	6 (50%)
LDC	13	30%	1 (8%)	1 (8%)	11 (84%)
OTHR	5	63%	2 (40%)		3 (60%)

Individualized Instruction:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	11	21%		6 (55%)	5 (45%)
LDC	8	19%			8 100%)
OTHR	4	50%	1 (25%)		3 (75%)

Other:

More contact with people in my subject field for stimulation
Group or teamwork techniques
Effective techniques for involving students in classroom activities
Curriculum revision
Coordination of individual staff efforts, styles and teaching results
Make program videotapes for individual student use
Write ORT Textbook
Learn more about uses of video tape in the classroom
Team teaching - interdisciplinary or complimentary studies
Developing computer assisted instruction and other computer applications for instruction
Working with administration
Implications of Piagetian epistomologies for the teaching of science and math

SPECIFIC WAYS FOR MEETING INDIVIDUAL STAFF DEVELOPMENT NEEDS:

Professional Conferences:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	37	70%	4 (11%)	7 (19%)	26 (70%)
LDC	31	72%	3 (10%)	1 (3%)	27 (87%)
OTHR	5	62%			5 100%)

Faculty Exchange:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	13	25%	2 (15%)	3 (23%)	8 (62%)
LDC	17	40%		2 (12%)	15 (88%)
OTHR	1	13%			1 100%)

Externship Program:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	31	58%	5 (16%)	9 (17%)	17 (32%)
LDC	21	49%	2 (10%)	1 (5%)	18 (86%)
OTHR	1	13%	1 100%)		

Business/Industry Exchange:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	15	28%	2 (13%)	5 (38%)	8 (53%)
LDC	5	12%			5 100%)
OTHR	0				

Faculty Work Experience:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	31	58%	7 (23%)	8 (26%)	16 (52%)
LDC	9	29%	1 (11%)	0	8 (88%)
OTHR	1	12%			1 100%)

LENGTH OF TIME:	VO-TECH	LDC	OTHER
2 weeks	5	0	0
4 weeks	7	1	0
6 weeks	2	1	0
1 term	13	2	1
Longer	0	4	0
TERM OF YEAR:			
Fall	4	1	0
Winter	1	0	0
Spring	6	0	0
Summer	22	4	0
Other	0	4	0
PAYMENT:			
Voluntary	2	0	0
Partial	4	1	0
Full	9	5	1
Summer Rate	3	1	0
Other	3	1	0

Faculty Industry Orientation Period:

AREA	TOTAL	% of WHOLE	NUMBER AND PERCENT OF SAMPLE 1st YEAR	2-3 YEAR	+4 YEAR
V-T	8	15%	0	3 (38%)	5 (62%)
LDC	3	6%			3 100%)
OTHR	0				

LENGTH OF TIME:	VO-TECH	LDC
2-4 weeks	3	
1 term	4	1
1 year	1	
Flexible		2

TERM OF YEAR:		
Fall		1
Winter		
Spring	2	
Summer	3	
All Year	1	
Flexible	2	2

COMPENSATION:		
Full Salary	3	2
Paid by Company	2	
Full + Travel	1	
Summer Rate	1	
FRDB Guidelines		1

Faculty In-Service Workshops:

AREA	TOTAL	% of WHOLE
V-T	23	43%
LDC	17	39%
OTHR	3	37%

SPECIFIC REQUESTS FROM VOCATIONAL TECHNICAL PEOPLE:
- 8 Teaching techniques
- 2 Preparation and presentation of classroom materials
- 9 Specific offerings of divisional interest
- 1 Interdisciplinary exchange with other programs on campus
- 2 More from United Pacific Institute
- 2 Counseling techniques
- 1 VTR information
- 1 Human relations

SPECIFIC REQUESTS FROM LOWER DIVISION TRANSFER PEOPLE:
- 1 Psychology of learning and learning theory
- 1 Alternative teaching methods
- 7 Specific offerings of divisional interest
- 2 Teaching techniques
- 1 Multi-media
- 1 Individual instruction
- 1 How to affect change
- 1 Management skills -- utilization of time and effort
- 1 Interdisciplinary sharing

Faculty in-Service Workshops continued:

SPECIFIC REQUESTS FROM COUNSELORS AND LIBRARIANS (OTHER CATEGORY)
1 More about career education
2 Counseling techniques
1 Writing objectives for individualized instruction

Additional Coursework:

AREA	TOTAL	% of WHOLE	AVAILABLE IN PDX	UNAVAILABLE IN PDX
V-T	27	51%	18	9
LDC	27	63%	14	13
OTHR	4	50%	4	9

PROBLEMS ANTICIPATED IN FULFILLING STAFF DEVELOPMENT PLANS:

AREA	TIME	% SAMPLE	SALARY	% SAMPLE	LEAVE PROGRAM	% SAMPLE
V-T	24	45%	8	15%	13	25%
LDC	25	58%	18	42%	13	30%
OTHR	2	25%	2	25%	0	

Special Comments:

V-T
*Need to get technological up-date by working in industry -- need leave or trade periods of one year or more.
*Need time available without loss of continuity for existing students.
*I anticipate no problems, if college is able to cooperate with me.
*Problems -- that depends a great deal upon what is done with the data gathered from this questionnaire.
*FRDB is great -- but other sources of money are needed too.
*There are too many class preparations -- both they and the credit hours taught should be limited. I'm too mentally fatigued by June to study on my own.
*Making contacts with people outside education.
*We're short on staff -- not enough people to maintain programs if one person leaves only for a 2 - 3 day stint.
*It is impossible to do a lot of things well when one is pressed for time. Night classes are not the answer -- a person is too tired. Frankly, I would like to see a 4 day class schedule with the 5th day open for preparation, meetings, in-service, etc.

LDC
*Limitation of amount of FRDB money
*School policies
*Covering my job during prolonged absences
*Lack of flexible schedule
*Being able to get away for conferences when they are available
*Lack of imagination on the part of both faculty and administration as to how to effectively use sabbaticals or other leave programs
*Uniqueness of positions on campus -- people who cover 2 or 3 roles are difficult to replace when they seek development or their own needs

APPENDIX C - REVIEW OF THE LITERATURE - SYNOPSIS

STAFF DEVELOPMENT -- COMMENTARY ON THE LITERATURE

Staff development appears to be the phrase of the day. Everyone who writes about it is for it. Almost everyone wants help on how to do it better. Yet, to date the literature on staff development in the community college is still furtive and the materials that have been prepared primarily describe the need for staff development rather than what it is or should be. They give an excellent rationale for a well-funded program but offer no real suggestions for implementation. In capsulizing the information gleaned from the sources listed on the attached bibliography, attention will be focused upon two basic areas: why staff development is needed and what is being done of note right now. Only those sources of specific relevance will be referenced -- many merely repeated what others had already stated.

WHY STAFF DEVELOPMENT IS NEEDED: Staff development, career opportunities, inservice education -- all are names used for the same animal: instructors have to continue to learn so that they can continue to teach in a flexible environment. Because the only certainty in the coming years about community colleges, their clientele and programs is that these will be in a state of continuous, accelerated change, on-going staff development options are essential if instructors are to keep pace (Garrison, O'Banion, Keehan, Blake, Yarrington, Adams, et.al.).

Typically claiming at least half of the operating budget, a teaching staff is the largest single capital investment made annually by a college. Yet the average college spends very little to maintain and enhance this capital investment (O'Banion, Yarrington). According to surveys done for both the AACJC and the National Advisory Council on Education Professions Development, staff development has consistently maintained low budget status (O'Banion, Blake, AACJC). The warnings about prioritizing staff development appear in the literature back as far as the 1960's, yet they obviously have not been significantally heeded. The AACJC placed staff development at the top of its agenda in the early 1970's. No real funding efforts have surfaced; no real guidelines have been developed.

Many of the writers (notably Blake, Garrison and O'Banion) analogize the paradoxical funding of this high priority item with the functionings of the business world. They indicate that any commercial business which spent an equally small percentage of its budget on the maintenance and rehabilitation of its capital investments would quickly be out of business. Those same capital investments are not expected to rejuvenate by self initiation. Inevitably as community colleges grow older, their institutional arteries begin to harden. Faculties become more tenured and often more unionized. The push to increase in size, programs and people of the 1960's has been for the most part replaced by the stabilization period of the 1970's. No one can predict what will occur in the future. The traditional orientation of new faculty with charged-up inservice programs designed to stimulate creativity and orient people to the "people's college" approach is now only minimally used. The faculties are beyond this point and ready for another juncture.

A college considered to be innovative in 1965 may have become far from pioneering by 1976. As staff grow older and more experienced, options for individual updating and rejuvenation become mandatory. Blake warns that community colleges must invest a considerable amount of money in staff development so that they might continue to meet the current and undefined

future responsibilities placed upon them. Only in this way can these institutions escape the obsolescence that has overtaken others and remain continually relevant to society's needs.

It has been over ten years since Roger H. Garrison, supported by a grant to AACJC from the U. S. Steel Foundation, traveled across the country interviewing faculty in community and junior colleges about their work. His report revealed a chief concern to be professional preparation and refreshment for the task of teaching. With assistance from the W. K. Kellogg Foundation the AACJC fielded a team directed by Edmund J. Gleaser Jr. which interviewed faculty across the nation only to get the same general response as the Garrison study. Community and junior college faculty feel a definite need to update themselves and to be better prepared for their assignments. The survey done on the MHCC campus brought similar results.

Why, then, do we need a viable staff development program? The answer seems obvious. Roger Garrison, perhaps, summarizes all of the reasons the most poignantly:

> Despite increasingly cramped budgets, and the savage inroads of inflation, provision for faculty growth should be one of the last areas to get the budget axe. One sure way to perpetuate an increasing mediocrity in education is to permit a teaching staff to lose its sharp edge, to lapse into routine, to talk to itself and become increasingly parochial and self-satisfied.
>
> Genuine in-service is not a luxury, not a frill, but emphatically the opposite: it is a means of keeping an expensive and sophistocated instrument functioning at its best capacities, equipped to cope with change. It is certainly, too, a contribution to faculty morale, which itself is a major ingredient of a college's usefulness to its students. A good in-service program is a college's way of saying to its teachers: we CARE about you because we are giving you the means to keep on growing.

WHAT IS BEING DONE IN THE AREA OF STAFF DEVELOPMENT: All sources agree that the state of Florida leads the nation in staff development. Since the late 1960's state funds in the amount of 3% of each college's instructional budget are allocated for institution-wide staff development programs. Although the literature does not indicate how many arterial functions are included in the dollar amounts, the figures are sizeable and a couple of schools are highlighted. Miami-Dade employs full-time professionals to staff their Center for Organization and Staff Development. Various program opportunities are offered throughout the year, although the literature does not specify the inclusions. Santa Fe College offers programs to improve interpersonal skills among administrators, faculty and students.

California's Junior College Association has been working for several years on legislation to introduce a funding ability similar to Florida's through the state legislature. The Kellogg Foundation funded a new instructor

orientation program for Los Medanos Community College during the 1973 - 1974 school year. The results of this are being tabulated. DeAnza offers development programs to improve interpersonal relations on campus. Indian Valley Colleges is committed to developing a strong sense of community among all staff areas of its multi-campuses.

Colby Community College in Kansas has recently employed a full-time director of staff and human development to launch a program which is humanistic in nature. El Central College in Texas offers a personal development course to its faculty, completion of which counts toward a step on the salary scale.

In Ontario, Canada, there is a staff development person at each of the two year campuses. In Quebec funds have been allocated for institution-wide programs since 1973. Malaspina College of Nanaimo, British Columbia funds all of its staff development programs entirely. The staff do not foot any of the tab. O'Banion indicates that more good things are happening north of the border than are in the U. S.

Closer to home, Portland Community has just named a full time staff development person to coordinate efforts for both the full and part-time faculty. PCC is in the final month of an ECC grant focused on improvement of part-time instruction. Chemeketa is hiring a full-time staff development person and formulating an institutional policy. No significant efforts are reported from the other Oregon community colleges.

For the most part work to date has been rather sketchy. Some ideas have been formulated, but concrete plans have yet to come to the fore. What one institution calls development, another institution terms work toward an advanced degree or an Ed. D. in community college education. Some institutions have structured inservice program offerings; few have individualized development options geared to the different instructor needs.

In a letter from Terry O'Banion (he is now Executive Director of the League for Innovation in the Community College based in Los Angeles) only a handful of exemplary programs were mentioned as possible models. DeAnza, Miami-Dade, Los Medonas, Burlington County, Santa Fe and Eastfield (Texas) were listed as community colleges that were addressing the problem of staff development. His 1973 article, "Teachers for Tomorrow: One Year Later," updating the national study reported in his book of the previous year contained the following statement:

> Five years later should be a compendium of hundreds of articles and studies....and descriptions of creative programs on staff development. If not, the community college of the present may cease to exist and the community college of tomorrow may never come to be.

If his words are to be heeded, much will need to be done in the next two years. What has been done to date is really not all that impressive.

Responses to information requests from the "exemplary" schools may provide us some guidelines. The review of the literature merely indicates to us that something needs to be done, that people want to do it, that money is needed to accomplish it. A program of individualized methods of staff development has no model to follow. Maybe we will have to make literature

from the program we create at Mt. Hood!

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APPENDIX D - PART-TIME FACULTY NEEDS ANALYSIS FORM AND LETTER

MT.
HOOD
COMMUNITY
COLLEGE

26000 S E STARK ST. GRESHAM, OREGON 97030 • PHONE (503) 666-1561

Dr. Earl L. Klapstein, *President*

March 17, 1976

Dear Part-time Instructor:

Mt. Hood Community College is participating with a State Department of Education grant this year to design and implement a staff development program for our faculty. As a part of this study, information is needed from part-time instructors.

Your name has been selected for inclusion in a survey to determine specific concerns of part-time instructors at Mt. Hood. Please take a few minutes to complete the attached questionnaire. Feel free to make any additional comments you might like on the back of the questionnaire form.

Return your completed questionnaire to either your division area or the Dean of the College office by Wednesday March 31, 1976.

Thank you for taking the time to assist us in this survey.

Sincerely,

Pat Justice

Patricia Justice
Staff Development Coordinator

Attachment

MT. HOOD COMMUNITY COLLEGE
STAFF DEVELOPMENT PROJECT
PART-TIME FACULTY QUESTIONNAIRE

Your name _____

Prime teaching area _____

No. years teaching experience _____

Length of time at MHCC _____

Your response to the following items will assist us in assessing the staff needs of our part-time faculty. Please complete and return this questionnaire to your division secretary or the Dean of the College Office by March 31, 1976.

1. Do you have a copy of the Handbook for Part-time Personnel? _____YES _____NO

2. If your answer to question #1 was YES, does the handbook adequately answer your questions about grading procedures, add-drop policies, payroll procedures and the like? _____YES _____NO

   If NO, please explain what you mean: _____

   _____

3. Do you feel that you received adequate information about the subject-matter expectations of the course(s) you teach? _____YES _____NO

   If NO, please explain what you mean: _____

   _____

4. Which, if any, of the following topic area inservice training workshops would you attend? Check as few or as many as would definitely interest you.
   - _____A. Construction of audio-visual materials
   - _____B. Use of audio-visual materials
   - _____C. Test construction and grading procedures
   - _____D. Learning theory and student motivation
   - _____E. Improving your lectures
   - _____F. Demonstration techniques
   - _____G. Better classroom discussions
   - _____H. Lesson planning
   - _____I. Subject matter discussions with instructors in your teaching area
   - _____J. Other (please specify) _____

     _____

5. Which of the following statements applies to you?
   - _____A. I would voluntarily attend inservice training workshops of interest to me.
   - _____B. I would attend inservice training workshops only if I received pay for the time.
   - _____C. I would not attend an inservice training workshop.

6. Which of the following workshop times would best fit your schedule?
   _____A. Week night _____B. Friday evening _____C. Saturday

7. What suggestions do you have for MHCC assisting you in your performance as a part-time instructor?

MT.
HOOD
COMMUNITY
COLLEGE

26000 S.E. STARK ST., GRESHAM, OREGON 97030 • PHONE (503) 666-1561

Dr. Earl L. Klapstein, *President*

Dear Part-time Instructor:

Thank you for responding to our staff development questionnaire for part-time faculty. Your comments and suggestions were most valuable. They will help us keep Mt. Hood Community College a pleasant place to teach as well as a viable educational institution.

Again, thank you for taking the time to respond to our questionnaire.

Sincerely,

Pat Justice

Patricia Justice
Staff Development Coordinator

APPENDIX E - DATA AND RECOMMENDATIONS FROM PART-TIME FACULTY SURVEY

MT. HOOD COMMUNITY COLLEGE
STAFF DEVELOPMENT PROJECT
PART-TIME FACULTY QUESTIONNAIRE DATA TALLY

General Population Data:

450 questionnaires mailed to part-time faculty from winter term roster
4 questionnaires returned as undeliverable
211 questionnaires completed and returned

47% response from part-time faculty

Teaching experience with MHCC:

100 First year MHCC part-time employees
61 Second or third year MHCC part-time employees
50 Fourth or longer year MHCC part-time employees

Data - Recommendations

1. Do you have a copy of the Handbook for Part-time Personnel?

192 - YES 18 - NO 1 - N/A

Recommendation: List of 18 names should be submitted to Personnel for their information and/or action.

2. If your answer to question #1 was YES, does the handbook adequately answer your questions about grading procedures, add-drop policies, payroll procedures and the like?

178 - YES 14 - NO

Most frequently mentioned NO responses:
How to get a substitute teacher in emergency situations
Instructional load credit and salary rate unclear
Final exam requirements unclear - do tests have to be administered?
Admittance to activities and other benefits not mentioned
Student evaluation of instruction process not mentioned
Grading concerns:
F or N distinction unclear - which to give when
Challenge procedure unclear
Add-drop policy needs explanation
Incomplete procedure unclear

Recommendation: Submit above information to Personnel for their information and/or action. Strongly recommend that they consider either developing more materials for the handbook or that we assure these materials are covered in orientation sessions.

3. Do you feel that you received adequate information about the subject-matter expectations of the course(s) you teach?

185 - YES 24 - NO 2 - N/A

10 - 1st year employees (10% of 1st year population)
4 - 2 - 3 year employees (6% of 2-3 year population)
10 - 4+ year employees (20% of 4+ year population)

If NO, please explain what you mean. Most frequently mentioned areas:
I determined outline and/or subject matter for myself
Need specific information on course expectations
Need more coordination between what full and part-timers are doing
Need uniform class standards on grading
More information on how to fit a full term's work into 11 or 12 evenings
Music area - course expectations and goals unclear
Need to know what students studied previous term

Recommendation: Relate above information to division chairpeople. Follow recommendation under inservice training workshops which calls for articulation between full and part-time instructors.

4. Which, if any, of the following topic area inservice training workshops would you attend?

Workshop Area	1st year # and %	2 - 3 year # and %	+4 year # and %	Total # and %
Construction of A/V materials	11 (11%)	0 (14%)	9 (18%)	29 (14%)
Use of A/V materials	21 (21%)	17 (28%)	10 (20%)	48 (23%)
Test construction and grading procedures	22 (22%)	14 (23%)	12 (24%)	48 (23%)
Learning theory and student motivation	41 (41%)	27 (44%)	16 (32%)	84 (40%)
Improving your lectures	33 (33%)	22 (36%)	17 (34%)	72 (34%)
Demonstration techniques	26 (26%)	15 (25%)	10 (20%)	51 (24%)
Better classroom discussions	33 (33%)	23 (38%)	12 (24%)	68 (32%)
Lesson planning	15 (15%)	10 (6%)	4 (8%)	29 (14%)
Subject matter discussions with instructors in your teaching area	50 (50%)	33 (54%)	25 (50%)	108 (51%)
Other suggestions	4 (4%)	2 (3%)	5 (10%)	11 (5%)

Other suggested workshops:

New materials available in the disciplines
How to involve high and lo motivated students in discussion
Computer assisted instruction
1st Aid for the classroom
Adaptive PE
Administrative details
New trends in industry
Meeting with administration for better role understanding

Recommendations: Pursue specific inservice training workshops which will either include part-time instructors with full-time workshops or offer separate workshops for the adjunct faculty. In keeping with this recommendation, coordinate as many of these area workshops with those offered by other metropolitan community colleges and the Career and Personnel Development Center so that costs will not be duplicated.

Establish a procedure whereby full and part-time instructors can meet for course articulation sessions. Arrange time for subject matter discussions with these instructors. Gain input from division chairpeople for methods of implementing this recommendation.

5. Which of the following statements applies to you?

163 -I would voluntarily attend inservice training workshops of interest to me.

40 -I would attend inservice training workshops only if I received pay for the time.

10 -I would not attend an inservice training workshop

2 -N/A

Recommendations: Provide inservice training workshops on a voluntary basis.

6. Which of the following workshop times would best fit your schedule?

103 - Week night

43 - Friday evening

55 - Saturday

2 - N/A

Recommendation: Unless a pre-contract week night can be arranged for inservice workshops, continue with either Friday evening and Saturday morning or Saturday morning only formats.

7. What suggestions do you have for MHCC assisting you in your performance as a part-time instructor?

Complaint related suggestions:

More competitive pay
More money for more teaching experience
Fringe benefits -- medical/dental/life/sick leave
Need to be a part of the faculty association
Need tenure
Need office space, office hours and compensation for that time

Positive suggestions:

Offer short teacher training workshop or orientation session for part-time instructors before we assume the responsibility of a class assignment
Have an out-going campus mail receptacle in the same area as the part-timers mail boxes -- easier for us to then send mail back to you
Advise us of the available library and film materials for our courses
Give orientation on available resources and facilities on campus
Provide more communication between the full and part time instructors and between Maywood and main campus -- build the family spirit
Establish departmental files of information for instructional use -- sample tests, sample activities, additional resources which all instructors might share
Place someone with responsibility on campus at night who can answer questions we have -- student aids in the DOC office are really of little assistance
Give a list of persons responsible for your program -- phone numbers too -- for prompt and correct information
Establish more communication -- perhaps an informational newsletter
Involve us in departmental meetings occasionally

Recommendations:

1. Assure that part-time instructors have received adequate orientation prior to assuming instructional assignments whenever possible.

   Possible Implementation Methods:

   a. Provide a more detailed part-time personnel handbook. Include extended information on the MHCC grading philosophy; the services which are available to instructors -- library, audio-visual supplies, counselling for students, etc.; the methods for obtaining classroom materials -- films, tapes, duplicated materials, etc.
   b. Provide a specific orientation session for all new part-time instructors which would extend information on the handbook, introduce the instructors to campus services, answer questions, etc. (Much like session Dr. Pritchett ran last fall).
   c. Meet with division chairpeople to determine methods for course articulation -- consider possibility of area files for part-timers use. This would necessitate a deal of work from the instructional areas but could improve the resources and hopefully the teaching of the part-timers.

d. Assign release time to divisional areas for part-time instructor liaison work. Let division chairpeople determine which methods for allocating the release time best fit their areas. Have person(s) with release time coordinate orientation for area part-time instructors -- available resources for their use, assistance in course planning, etc.

2. Place return mail box in area of part-time instructors' mail boxes. Although they can return mail via the Dean of the College office, a receptacle located in their mail area would alleviate one of the part-timers concerns.

3. If the night college division office is activated, assure that someone knowledgeable is available to answer part-timers questions.

4. If the night college division office is activated, implement periodical communications for the part-time instructors -- at a minimum, coming events on campus of interest to them.

5. Consider discount rates or passes to campus activities for part-time faculty -- a minimal investment which could promote the "family" type feeling many seem to be asking for.

APPENDIX F - COLLEGE REGULATIONS RELATING TO STAFF DEVELOPMENT

13.78 Professional Leave Program. The purpose of a professional leave program shall be to improve the professional skills of an employee through study, research and/or work. MHCC will receive direct benefit of such an experience through the increased effectiveness of those persons participating in a professional leave program. Faculty members, especially in a community college, must return to their field occasionally to keep abreast of rapidly changing developments.

A. Faculty resource development board. All matters concerning faculty leave with pay are to fall within the jurisdiction of the faculty resource development board (FRDB).

1. Members. The membership of the FRDB shall consist of:

a. Three members from the management council (one each from academic affairs, business services, and student affairs) and four members from the faculty association (two each from transfer and vocational-technical).
b. Board members from the management council shall be appointed by the president.
c. Instructional members shall be appointed by the president of the faculty association.

2. Term. Appointments shall be for three-year terms. Each year the chairman of the FRDB shall be elected by the FRDB membership.

B. Eligibility for leave. All full-time professional staff are eligible to apply for leave. Applications for leave with full or partial pay must be submitted to the FRDB. Leave without pay may be arranged through one's immediate administrator. All requests must give ample time for consideration. It is suggested that one term advance notice be given for leaves of one term duration or less and three terms advance notice for leaves longer than one term. This practice will provide the flexibility desirable for a balanced program with broad service to faculty and college.

C. Evaluation of application. Applications for leave with pay will be considered by the FRDB in relation to requirements necessary to complete the project and potential future contributions of the applicant. Length of leave, salary (full or partial), travel expenses, return period and other terms or conditions will be open to negotiation with the FRDB. Proposals will be evaluated according to their worth to the institution based on the following criteria:

1. Value of project or plan in relationship to professional responsibilities.
2. Need for additional knowledge in subject field to be studied.
3. Ability of applicants to achieve goals of project or plan as based past experience and academic background.

The awarding of professional leave involves not only the selection of a worthy project but is dependent upon internal decisions involving class scheduling, replacement personnel and budgetary constraints.

D. Application content. Applications to the FRDB should include:

1. General information including name, date of initial service with the institution, terms of leave desired, dates of previous professional leaves, and percent of salary to be awarded as based on other grants and funding.
2. A detailed statement of plans for utilizing the time requested. This statement should include such information as the time sequence for completion of any project or plan.
3. A list of foundations, institutions, or other organizations with which the employee will be affiliated during the professional leave.
4. A complete listing of grants, stipends, and/or wages other than those granted by the institution which will be available to the employee during the time of professional leave.
5. If there is any travel to be included in the professional leave, the need must be justified in terms of the proposed project or plan for study.
6. Background information concerning the employee's previous professional or scholarly work, especially in the area of the proposed plan.
7. Supporting letters from appropriate individuals not necessarily associated with the institution may also be submitted if the employee so desires.
8. A statement regarding the value of the leave in terms of benefit to the institution upon return.
9. A statement from the applicant's division chairman regarding the project.

E. Application approval. FRDB approval of any proposal is subject to further authorization:

1. The business manager must approve all FRDB grants which involve less than $500, less than two weeks' leave and travel limited to the Northwest.
2. The president must approve all FRDB grants which involve at least $500, two or more weeks' leave or travel out of the Northwest.
3. The board of education retains the right to review any and all leaves.

F. Faculty association release of funds. Any request for release of funds for an approved FRDB grant must be submitted in writing to the faculty association president with three weeks' advance notice. A travel authorization form must be submitted to the immediate administrator by the leave recipient.

G. Re-instatement upon return. A period of service equal to that of the leave will be required upon return from leave. A surety bond paid out of FRDB funds may be required in the amount of the grant.

Upon return to the institution, the recipient will be asked to submit a written report to his division chairman and the FRDB summarizing the work completed during professional leave and how the new knowledge shall be utilized by him in his teaching assignments and/or in-service training for other faculty members.

The FRDB will also expect the faculty member to make an evaluation of the long-term instructional and/or professional impact of the leave within one year of the faculty member's return to service.

H. Restrictions. Professional leave will not be granted for the purpose of working for an advanced degree; however, the possible acquisition of credit applicable toward an advanced degree as a result of formal study while on professional leave shall not prejudice the award of such leave to an otherwise qualified recipient.

Employees on professional leave should not engage in employment outside the scope and purpose of the leave proposal. If employment were a part of the project or plan, it would necessarily have to be justified within the terms of the purpose of the professional leave.

The sum of the professional leave salary and additional funds in the form of grants, stipends and/or wages shall not exceed the amount of the normally contracted salary for the period of the leave.

I. Leave criteria. Leave for retraining full-time instructors whose assignments were terminated will be considered based on the following criteria:

1. Need for instructor's service at MHCC in the field of retraining.
2. Ability of applicant to master the training based on past experience and academic background.
3. Economic feasibility of the proposal.

J. Fund negotiation. FRDB funds are to be negotiated each year by the faculty association with the board of education and the amount of these funds are to be included in the master contract.

K. Advanced course work. Each faculty member may apply to the FRDB for funds to cover expenditures for advanced course work (limit: one course per fiscal year). Subject to approval by the FRDB, payment will be at the DCE rate or the actual rate, whichever is less.

L. Workshops, seminars, conferences and other short term projects. Requests for funding short term projects will be evaluated on the same basis as applications for leave with pay (see item C, "Evaluation of application," above). In addition the following guidelines pertain:

1. All relevant materials listed in Item D, "Application Content," must be included in applications for short term projects.
2. Unless at least one month lead time is given, FRDB cannot guarantee advance payment.
3. Upon completion, applicants will be expected to submit a written report as outlined in Item G, "Re-instatement upon Return."
4. Attendance at conferences will be supported only if (a) division allocations for conferences are expended or inadequate and (b) content or professional experience is sufficient to warrant expenditures. In any case, divisions should provide as much financial support as possible.

5. Travel and per diem will not be funded unless an overnight stay or out of metropolitan area travel is necessitated by the project. For short term projects of one week or longer, a reasonable amount to cover food and lodging will be negotiated with the FRDB. Personal expenses will not be funded.
6. Costs of participation - tuitions and/or fees - will be funded, but educational materials that become the personal property of the applicant will not be.

13.79 Faculty Exchange Program.

Rationale - Teacher exchanges between community colleges of the nation and Mt. Hood Community College can result in the improvement of the educational effort of MHCC in that it:

A. Facilitates better instructor appreciation of MHCC on a comparative basis.
B. Facilitates the gaining of new ideas and methods by MHCC instructors.
C. Facilitates the infusion of different approaches to teaching as practiced by the visiting instructor.
D. Facilitates MHCC students and staff to become acquainted with people with a broader variety of social and cultural backgrounds and experiences.
E. Facilitates a change of routine and environment for instructors who participate in the exchange.

Procedure - For the above benefits, it is recommended that MHCC encourage a faculty exchange program within the following guidelines:

A. That no more than 5% of the full-time faculty be on exchange at any one time.
B. That the incoming instructor meet the State of Oregon academic qualifications.
C. That the exchange be permitted for teaching only and not infringe or impair the administrative process.
D. That annual salaries and fringe benefits be paid by the respective institutions to their original faculty member; summer session assignments are above and beyond the annual contract and are negotiated by the institution and the faculty member.
E That arrangements for the exchange be the responsibility of the faculty member.
F. That all costs for moving, etc. are the faculty member's responsibility and will be at no cost to MHCC.
G. That the exchange be recommended by the dean of the college for final approval by the board of education.
H. That notice should be given prior to the preparation of the schedule for the next term to provide for necessary academic, fiscal, and other planning by MHCC.
I. That the minimum exchange be for one term and the maximum exchange be for one year; a faculty member desiring a longer exchange must repeat his request each year.
J. That the faculty member participating in a faculty exchange program not lose any rights or privileges by reason of such participation.

13.92 Procedures for Staff Development and Staff Evaluation

A. Professional staff for the purpose of this regulation is defined as instructors, counselors, librarians, and administrators in their teaching capacity.

B. Providing quality education through excellence in instruction, counseling, and librarianship has been one of the primary goals at MHCC. This has required careful attention to minimum acceptable professional standards and the selection of dedicated, competent staff.

C. Developing and maintaining individual programs for professional growth to enhance the total educational program is also a goal of the college.

1. The office of the dean of the college will provide part-time personnel an ongoing orientation program relating to college regulations, practices, and procedures as well as their professional responsibilities while employed by the college. The orientation will be scheduled at the beginning of every quarter.

2. The office of the dean of the college shall be responsible for administering a comprehensive staff development plan for all full-time instructional and counseling staff. The office of the dean of educational planning and services shall be responsible for a comparable plan for LRC staff. The plan is intended to facilitate the implementation and maintenance of an individual professional improvement plan for each full-time staff member.

a. Implementation: Each full-time staff member will develop an annual, professional development plan based upon evaluation and assessment of individual need. The primary purpose of the plan is improvement of classroom instruction. The division chairman or immediate supervisor will review the plan, make recommendations, and approve the objectives established. This staff development plan will become part of the staff member's annual evaluation.

b. Components of professional staff development program: Individual professional staff development plans may include the following, or other subjects proposed by the staff person and approved by the chairman or immediate supervisor:

(1) Improving teaching, counseling, or library skills.
(2) Furthering subject matter knowledge.
(3) Updating current vocational or technical knowledge and skills.
(4) Developing professional growth through professional associations and organizations.
(5) Enhancing understanding of the role and function of the community college.

c. Professional staff development activities and strategies: Methods by which the above may be accomplished include, but are not limited to, the following provided they are directly related to the individual professional staff development plan:

(1) Enrollment in on-campus or off-campus college courses.
(2) Participation in special workshops, seminars, or conferences.
(3) Active participation in relevant professional associations, professional organizations, or local state, or national committees.
(4) Participation in a professional staff exchange program between other educational institutions or business and industry.
(5) Participation in intra- or inter-institutional staff development or curriculum development programs.
(6) Summer work experience which is related to, or complements, the staff member's assignment and is approved by the division chairman or immediate supervisor.
(7) Enrollment in specialized business or industry sponsored workshops or short courses.

d. Financial and personnel support:

(1) The dean of the college office will coordinate the professional staff development plan for all divisions as part of the total faculty evaluation program. Any requests for financial support of a staff member's professional development plan must be submitted to, and recommended for approval by, the division chairman or immediate supervisor.
(2) The funds allocated for faculty in-service may be used for the professional staff development program.

(3) A staff member may utilize funds available through the faculty resource development board for professional staff development activities.

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